



# MT SMARTER Test Administrator Training Notebook

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NOTES

[illegible]

[illegible]

# User Roles and Access to TIDE 2015–2016



The following table indicates which users can access the features and tasks within the Smarter Balanced Assessment System.

Task or Site	DA*	DC*	SC*	TE*	TA*
<b>Access to Test Information Distribution Engine (TIDE) Features and Tasks</b>					
<b>Working with Student Information</b>					
Retrieving Student Records	✓	✓	✓	✓	✓
Viewing and Editing Students**	✓	✓	✓	✓	✓
Uploading Test Settings	✓	✓	✓		
Printing Testing Tickets	✓	✓	✓	✓	✓
<b>Managing Users</b>					
Retrieving User Accounts	✓	✓	✓		
Adding User Accounts	✓	✓	✓		
Adding, Editing, or Deleting Users through File Uploads	✓	✓	✓		
Viewing and Editing User Details**	✓	✓	✓		
Deleting User Accounts	✓	✓	✓		
<b>Working with Appeals</b>					
Creating Appeals	✓	✓	✓		
Retrieving Appeals	✓	✓	✓	✓	✓
Creating Appeals through File Uploads	✓	✓	✓		
<b>Working with Rosters of Students</b>					
Viewing Rosters	✓	✓	✓	✓	
Adding a New Roster	✓	✓	✓	✓	
Modifying an Existing Roster	✓	✓	✓	✓	
Deleting a Roster	✓	✓	✓	✓	
Printing a Roster	✓	✓	✓	✓	
Creating Rosters through File Uploads	✓	✓	✓	✓	
<b>Voice Packs</b>					
Downloading and Installing Voice Packs	✓	✓	✓	✓	✓

Task or Site	DA*	DC*	SC*	TE*	TA*
<b>Documenting Non-Participation with Special Codes</b>					
Viewing and Editing a Student's Special Codes**	✓	✓	✓		
Documenting Non-Participation	✓	✓	✓		
<b>Access to Test Administration (TA) Sites</b>					
TA Interface Practice and Training Site	✓	✓	✓	✓	✓
Student Interface Practice and Training Site	✓	✓	✓	✓	✓
TA Interface	✓	✓	✓	✓	✓
TA Certification Site	✓	✓	✓	✓	✓
<b>Access to Online Reporting System (ORS) Features and Tasks</b>					
<b>Score Reports</b>					
School Listing	✓	✓	✓	✓	
Teacher Listing	✓	✓	✓	✓	
Roster Listing	✓	✓	✓	✓	
Student Listing	✓	✓	✓	✓	
Individual Student Score Report	✓	✓	✓	✓	
<b>Test Management Center</b>					
Summary Statistics	✓	✓	✓	✓	
Retrieve Student Results	✓	✓	✓	✓	
Plan and Manage Testing	✓	✓	✓	✓	✓
Test Completion Rates	✓	✓	✓	✓	✓
Manage Rosters	✓	✓	✓	✓	
Search Students	✓	✓	✓	✓	
<b>Access to Teacher Hand Scoring System (THSS) Features and Tasks</b>					
Scorer				✓	✓
Score Manager	✓	✓	✓		

\*DA— System (District) Administrator; DC—System (District) Coordinator; SC—School Test Coordinator; TE—Teacher, TA—Test Administrator

\*\*Some roles have view-only access to this feature.

[illegible]

## 2016 Smarter Balanced Testing Incidents

## MONTANA SMARTER TEST ADMINISTRATOR CHECKLIST

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
1. Review all Smarter Balanced policy and test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .		1–2 hours	Complete at least 2–3 weeks prior to testing.	
2. Attend school or district training sessions, if any are offered.		2–3 hours	Complete at least 2–3 weeks prior to testing.	MSSA Training Date completed _____
3. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	<i>TAM p. 6</i> <a href="http://mt.portal.airast.org">http://mt.portal.airast.org</a> TA <i>Training Site</i>	1 hour Repeat as often as you would like	Complete while spaced over 2–3 weeks prior to testing.	
4. Perform an equipment needs check based on individual student requirements. Work with the SC to identify students who will need specialized equipment for accommodations such as Text-to-Speech.	<i>None</i>	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
5. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. Make sure your students' test	<i>Refer to slide 5 in training powerpoint</i>		Complete at least 1–2 weeks prior to testing.	



Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
administration schedule includes allowable breaks and time for the Classroom Activity prior to the performance task.				
6. Confirm that you have received your TIDE login information. You should have received an automated email from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for the Online Testing System (TA Interface).	<i>Modified TA TIDE User Guide</i>	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
7. Work with your SC to ensure that each student has an SSID number and has been loaded into TIDE.	<i>Modified TA TIDE User Guide</i>	2–4 hours	Complete at least 1–2 weeks prior to testing.	
8. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate (such as RTI).	<i>TIDE manual and Usability, Accessibility, and Accommodations Guide</i>	2–4 hours	Complete at least 1–2 weeks prior to testing.	
9. Ensure that the open- source secure browser has been downloaded to any computer(s) on which students will be testing.	<i>Modified TA TIDE User Guide</i>	1–2 hours	Complete at least 1–2 weeks prior to testing. <i>and again</i> Complete the day before testing or morning of testing.	Check with your SC or School Technical Coordinator if the [Secure Browser] icon is missing.

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<p>10. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment.</p> <p>Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. Also have extra headsets on hand for students who may forget to bring theirs.</p> <p>Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.</p>	None		<p>Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed.</p> <p>Three days before testing, remind students to have their headsets available the day of tests.</p> <p>One day before testing, remind students to bring their headsets.</p>	<p>Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing.</p> <p>Have extra headsets on hand in case students forget.</p>
<p>11. All assessments will have CAT items plus a performance task (PT)</p> <p><b>There will be no classroom activities for the 2016 test administration</b></p>			Complete during the testing schedule.	

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
12. Plan a quiet activity for each test session for students who finish early.		15–30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
13. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.		1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
14. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non- embedded designated supports and accommodations.			Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.
15. On the day of testing, pass out the test tickets and verify that the students have their o login information (first name, SSID, and session ID)			Complete the day(s) of testing.	

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
16. Review all guidelines for creating a secure test environment. Review all security procedures and guidelines provided by OPI.	<i>Test Security Checklist and guidelines</i>		Prior to and during day(s) of testing.	
17. Make sure the physical conditions of the testing room are satisfactory. Make sure that no instructional materials directly related to the content of the assessments are visible. Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. Actively monitor students throughout the test sessions. Students who are not being tested may not be in the room where a test is being administered.	<i>Testing Script and Instructions</i>		Complete the day(s) of testing.	Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
18. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following an impropriety, irregularity, or breach.	<i>Modified TA TIDE User Guide</i>		Complete as soon as possible during or immediately following testing.	
19. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	<i>Test Security Checklist and Guidelines</i>		Complete after testing.	



## Test Administrator Security Checklist

### Avoiding Security Breaches

- ☐ 1. Store materials in a secure location when not in use.
- ☐ 2. Do not allow students to have access to technology which may be used to record, print, or otherwise expose test questions or stimuli to other students or outside sources at any time while test materials
- ☐ 3. Do not give students access to secure test questions prior to testing or discuss test questions at any time.
- ☐ 4. Do not leave students unattended with testing materials or to take them unaccompanied to another location.
- ☐ 5. Store all test materials together to avoid misplacing or losing any. Immediately return them to their storage place after each session.
- ☐ 6. Do not copy or otherwise reproduce test materials.

School Coordinator / Test Administrator

### Standardized Testing Environment

- ☐ 1. Instruct students to store all electronic communication devices, such as cell phones before the test session begins. Inform students that they are not permitted to access any such devices until the end of the test session even if they finish before other students.
- ☐ 2. Do not allow students to have access to dictionaries, thesauri, or reference sources unless they have this as a non-embedded test setting.
- ☐ 3. Do not allow students to use calculators when not specified.
- ☐ 4. Cover or remove bulletin boards, posters, or other instructional display that could aid students during testing. This includes instructional items that are not available to all students taking the test such as graphic organizers or multiplication tables.
- ☐ 5. Minimize distractions during testing, including intercom announcements
- ☐ 6. Place "Do Not Disturb" signs on doors where testing is occurring.
- ☐ 7. Make sure testing environment is comfortable and has appropriate lighting.
- ☐ 8. Utilize testing proctors at a recommended ratio of one proctor to not more than 30 students.

School Coordinator / Test Administrator

### Standardized Test Administration Procedures

- ☐ 1. Maintain a positive attitude about testing before, during and after testing.
- ☐ 2. Allow students to take rest room breaks in advance of testing.
- ☐ 3. Check to see if all eyeglasses and/or hearing devices are working and being used, if needed.
- ☐ 4. Keep voice inflections neutral in the event a required and allowable test accommodation is to read portions of the test aloud. Follow the guidelines for Read Aloud found on the OPI Assessment website
- ☐ 5. Monitor students as they test.
- ☐ 6. Do not allow students to leave the room unaccompanied by an adult once the student has begun a session.
- ☐ 7. If a student asks a question, the test administrator may respond, "I'm sorry I can't help you; just do your best."
- ☐ 8. If a student is utilizing the scribe accommodation, scribe exact student responses, including incorrect responses, when scribing is a specified accommodation. Include all grammatical and punctuation errors
- ☐ 9. Do not coach any students.

Modified for TA's

# Test Information and Distribution Engine User Guide

2015–2016

Published January 28, 2016

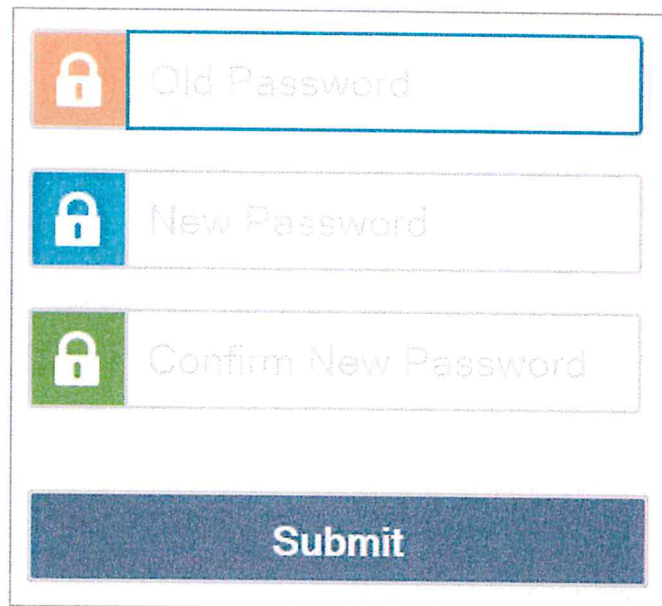
*Prepared by the American Institutes for Research®*



Descriptions of the operation of the Test Information Distribution Engine, Test Delivery System, and related systems are property of the American Institutes for Research (AIR) and are used with the permission of AIR.

3. Click **Secure Login**. The **Reset Password** page appears (see [Figure 4](#)).

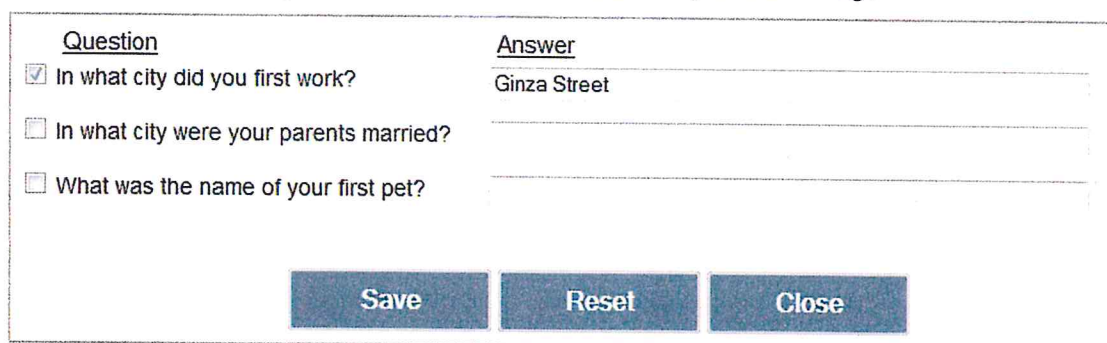
Figure 4. Fields in the Reset Password Page



The screenshot shows a form with three password input fields, each preceded by a lock icon. The first field is labeled 'Old Password' and has an orange lock icon. The second field is labeled 'New Password' and has a blue lock icon. The third field is labeled 'Confirm New Password' and has a green lock icon. Below these fields is a large blue button labeled 'Submit'.

4. In the *Old Password* field, enter the password in the activation email.
5. In the other password fields, enter a new password. The password must be eight characters long and have at least three of the following: one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character %, #, or !.
6. Click **Submit**. The **Select a Security Question** page appears (see [Figure 5](#)).

Figure 5. Fields in the Select a Security Question Page



The screenshot shows a table with two columns: 'Question' and 'Answer'. The first row has a checked checkbox next to the question 'In what city did you first work?' and the answer 'Ginza Street'. The second row has an unchecked checkbox next to the question 'In what city were your parents married?'. The third row has an unchecked checkbox next to the question 'What was the name of your first pet?'. Below the table are three buttons: 'Save', 'Reset', and 'Close'.

Question	Answer
<input checked="" type="checkbox"/> In what city did you first work?	Ginza Street
<input type="checkbox"/> In what city were your parents married?	
<input type="checkbox"/> What was the name of your first pet?	

Save Reset Close

7. Mark the checkbox next to a question, and enter an answer.
8. Click **Save**. The MontCAS portal page appears.

Account activation is complete. You can proceed to TIDE by clicking the TIDE card (see [Figure 6](#)) in the portal page.

## Changing Your Account Information

You can modify your name, phone number, and other account information.

*To modify account information:*

1. In the banner (see [Figure 10](#)), click **My Account**. The **My Account** page appears (see [Figure 8](#)).

Figure 8. Fields in the My Account Page

### User Information

#### Add/Edit My Account

* Email Address:	pm@example.com
* First Name:	Patricia
* Last Name:	Martin
Phone:	860-555-1212
Role:	DA 999999999-Demo District 1

Update

2. To modify your user information, in the *User Information* section, enter updates as necessary. (To change your email address, contact your TIDE administrator).
3. Click **Update**. TIDE saves your changes, and a confirmation message appears.

## Resetting Your Password

You need to reset your password if any of the following occurs:

- You forgot your password.
- You didn't activate your account within 30 days of receiving the activation email.
- The TIDE administrator locked your account.



The TIDE home page appears.

## Logging out of TIDE

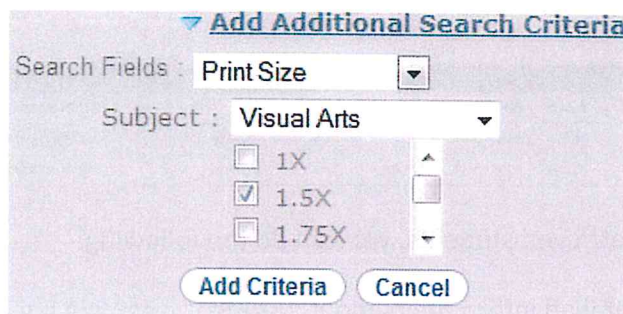
*To log out of TIDE:*

- In the TIDE banner (see [Figure 10](#)), click **Logout**.

3. *Optional:* To refine your search, do the following:

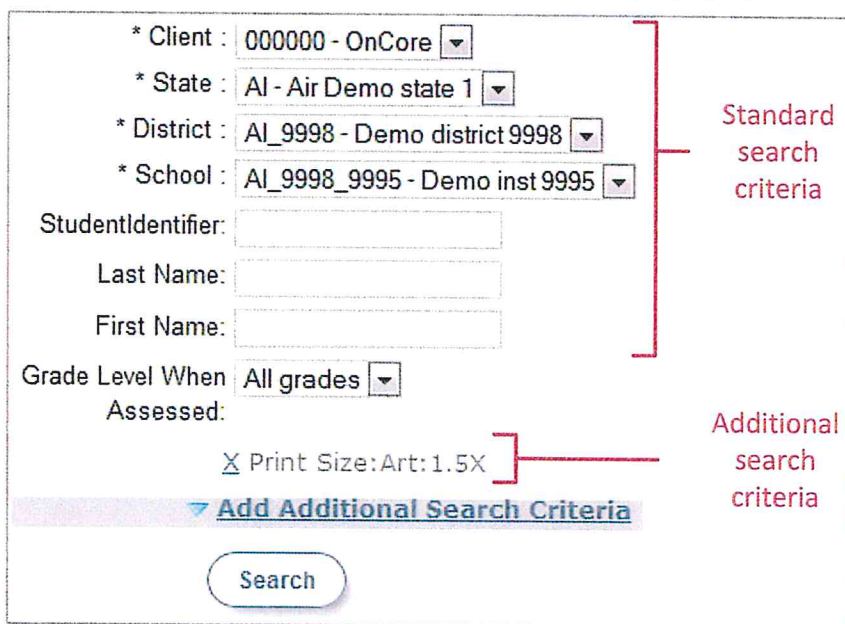
- a. Click **Add Additional Search Criteria**. Additional search fields appear (see [Figure 24](#)).

Figure 24. Additional Student Search Criteria (Form Fields)



- b. Make selections for the additional search criterion, and then click **Add Criteria**. TIDE displays the criterion in the **View/Edit Students** page (see [Figure 25](#)).

Figure 25. Additional Student Search Criteria (Displayed)



- c. Repeat steps [3.a](#)–[3.b](#) to add additional search criteria.
- d. To delete an additional search criterion, click **X** next to it.

## Viewing and Editing Students

You can view and edit detailed information about a student's record.

To view and edit student details:

1. Retrieve the student record you want to view or edit by following the procedure in the section [Retrieving Student Records](#).
2. In the listing of retrieved records, click **View** corresponding to the student whose record you want to view (see [Figure 26](#)). The **View Student Details** page appears (see [Figure 27](#)).

Figure 27. View Student Details Page (Top Portion)

Student Demographics	
Last Name:	Geese
First Name:	George
Middle Name:	
Birth Date (MMDDYYYY):	03302001
* SSID:	00000000
* Confirmation Code:	geegress1
* Grade Level When Assessed:	08
* Sex:	Male
Paper Tester:	No
District assigned student identifier:	
* IDEA Indicator:	No
* LEP Status:	No
* Section 504:	No
Language Code:	English Language
Proficiency Level:	
Migrant Status:	No
First Entry Date into a US School (MMDDYYYY):	
Limited English Proficiency Entry Date (MMDDYYYY):	
Limited English Proficiency Exit Date (MMDDYYYY):	
Title III Language	-- Select a value --
Instruction Program Type:	
Primary Disability Type:	-- Select a value --
Interim Testing Grade	
Mathematics	
<input type="checkbox"/>	Grade 3
<input type="checkbox"/>	Grade 4
<input type="checkbox"/>	Grade 5
<input type="checkbox"/>	Grade 6
<input type="checkbox"/>	Grade 7
<input type="checkbox"/>	Grade 8
<input checked="" type="checkbox"/>	Grade 11
Race and Ethnicity	
* Hispanic or Latino:	No
* American Indian or Alaska Native:	No
* Asian:	No
* Black or African American:	No
* White:	No
* Native Hawaiian or Other Pacific Islander:	No
* Demographic Race Two or More Races:	Yes

3. If your user role allows it, modify the student's record as required. Use [Table 4](#) as a reference.



**CAUTION: Test settings in the TA Interface** Changing a test setting in TIDE after the test starts does not update the student's test setting if the same test setting is available in the TA Interface. In this case, you must change the test setting in the TA Interface.

4. Click **Save**.
5. To return to the listing of student accounts, click **Go Back to Search Results**. (Do not use your browser's Back button to return to the listing.)

## Printing Test Tickets

A test ticket is a hard-copy form that includes a student's username for logging in to a test. Referring to the example in [Figure 28](#), the student's username for testing is 5S400.

Figure 28. Sample Test Ticket

Winter 2014 FSA ELA Writing Field Test	
DEMO DIST 99 (99)	
DEMO SCHOOL 9000 (99-9000)	
LASTNAME : Lastname3	USERNAME : 5S400
FIRSTNAME : Firstname3	GRADE : 04

TIDE generates the test tickets as PDF files that you download with your browser.

*To print test ticket labels:*

1. Retrieve the students for whom you want to print test tickets by following the procedure in the section [Retrieving Student Records](#).
2. Click the column headings to sort the retrieved students in the order you want the test tickets printed. (For information about sorting, see [Sorting Retrieved Records](#).)
3. Do one of the following (see [Figure 15](#)):
  - Mark the checkboxes for the students you want to print.
  - Mark the checkbox at the top of the table to print tickets for all retrieved students.

Column Name	Description	Valid Values
ColorContrast:<subject>	Color of text and background for all tests in the indicated subject. For example, the column ColorContrast:Health indicates the color for all tests in health.	One of the following: TDS_CC0—Black on White. TDS_CCInvert—White on black. TDS_CCMagenta—Black on rose. TDS_CCBBlue—Blue on white. TDS_CCBBlue2—Light blue on white. TDS_CCYellowB—Yellow on Blue. If blank, test appears as black text on white background.
PrintSize:<subject>	Student's print-size accommodation for all tests in the indicated subject. For example, the column PrintSize:Health indicates the print size for all tests in health.	One of the following: TDS_PS_L0—No magnification, 14 pt. TDS_PS_L1—1.5 magnification, 21 pt. TDS_PS_L2—1.75 magnification, 24.5 pt. TDS_PS_L3—2.5 magnification, 35 pt. TDS_PS_L4—3.0 magnification, 42 pt. If blank, text appears as 14 point.
TexttoSpeech:<subject>	Student's text-to-speech accommodation for all tests in the indicated subject. For example, the column TexttoSpeech:Health indicates the text-to-speech accommodation for all tests in health.	One of the following: TDS_TTS0—TTS not available. TDS_TTS_Item—Enable TTS for test items. TDS_TTS_Stim—Enable TTS for test stimuli. TDS_TTS_Stim&TDS_TTS_Item—Enable TTS for test items and stimuli. If blank, TTS is not available.
Language:<subject>	Language in which the tests in the indicated subject appear. For example, the column Language:Health indicates the language setting for all tests in health. Not all tests are available in Spanish.	One of the following: ENU—English ESN—Spanish If blank, tests appear in English.



- Click **Upload File**. TIDE displays a preview of the uploaded file (see [Figure 31](#)). Use this preview to verify you uploaded the correct file.

Figure 31. Test Settings Upload File Preview

StateAbbreviation	ResponsibleDistrictIdentifier	Statewide Student Identifier (SSID)	Student Identifier	ColorContrast-Health	ColorContrast-Physical Education	ColorContrast-Music	ColorContrast-Visual Arts	PrintSize-Health	PrintSize-Physical Education
CA	9999	9999999999	9999999999	TDS_CCInvert	TDS_CC0	TDS_CCBue			

- Click **Next**. TIDE validates the file and displays error messages, if any. For information about resolving error messages, see [Resolving File Upload Errors](#).



**NOTE: Validation and commitment of large files** If your file contains a large number of records, TIDE processes it offline and sends you a confirmation email when complete. While TIDE is validating the file, do not press **Cancel** as TIDE may have already started processing some of the records. For more information, see [How TIDE Processes Large Files](#).

- Click **Commit**. TIDE commits those records that do not have errors, and sends a confirmation email.

You can view a history of file uploads; see the section [Reviewing Upload History](#) for details.



**WARNING: Timing of resets and reverts** Submit reset and reverts at least one day prior to the end of a test window so that students can complete their test opportunity or so that data entry can be completed for paper-based tests.

## Status of Test Improperities

An test impropriety's status can change throughout its life cycle. [Table 7](#) lists the available statuses. Many of the statuses have a corresponding reason or description that you can view in the Comments column of the **View Test Impropriety** page (see [Figure 33](#)).

Table 7. Statuses of Test Improperities

Test impropriety Status	Description of Status
Error Occurred	An error occurred while the test impropriety was being processed.
Pending Approval	Test impropriety is pending approval.
Processed	Test impropriety was successfully processed and the test opportunity has been updated.
Rejected	Another user rejected the test impropriety.
Rejected by System	Test Delivery System was unable to process the test impropriety.
Requires Resubmission	Test impropriety must be resubmitted.
Retracted	Originator retracted the test impropriety.
Submitted for Processing	Test impropriety submitted to Test Delivery System for processing.

## Available Test Improperities by Test Result Status

[Table 8](#) lists the valid combinations of test improperities and test statuses. For example, you can invalidate a test that is in one of the following statuses: approved, completed, denied, expired, paused, reported, scored, or submitted.

## Appendix D. User Support

The MontCAS Help Desk is open 6:00 A.M. to 3:00 P.M., Mountain Time (Monday – Friday) and 5:00 A.M. to 5:00 P.M., Mountain Time (Monday – Friday during the Summative Test Window).

### Montana Help Desk

Toll-Free Phone Support: 1.888.792.2741

Email Support: [MThelpdesk@measuredprogress.org](mailto:MThelpdesk@measuredprogress.org)

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the SSID and associated district or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 7 and Firefox 13 or Mac OS 10.7 and Safari 5).



## Section IX. Downloading and Installing Voice Packs

TIDE provides the NeoSpeech™ Juliet and Violeta Voice Packs, screen readers students with a text-to-speech accommodation can use during a test opportunity. You can download the voice packs from TIDE and install them on testing computers. These voice packs are compatible with Windows, not Mac OS X or Linux.

*To download the voice packs:*

1. Click the **Download Voice Pack** tab. The **Download Voice Pack** page appears.
2. Click **Download** for the voice pack you want to install. Your browser downloads the installation file onto your computer. If you have an option to run or save the file, save it.
3. Read the installation instructions available from the **Download Voice Pack** page, and then proceed with installation.

## Section VIII. Documenting Non-Participation with Special Codes

This section describes how to document non-participation in an assigned test.

### Relationship Between Non-Participation and Special Codes

There are circumstances in which a student did not participate in an expected test or participated in a test but in a non-standard way. Examples include a student inadvertently taking an incorrect test, a parent opt-out, or the student not receiving appropriate instruction prior to the test. In such instances, you need to assign a special code to the student's test so that the Online Reporting System can accurately explain the non-participation.

There are two types of special codes: non-participation and participation. A student is considered to have participated in a test after answering six questions or after responding with any text to both writing prompts.

[Table 12](#) lists the special codes and their descriptions.

Table 12. Special Codes and Their Descriptions

Special Code	Code Type	Description
No Special Code		Student took the test under standard testing conditions.
Absent	Non-participation	Student was not present during any part of the test administration period and was not able to make up the test.
ELL First Year in U.S. April 15 or later (NP for ELA, Math, Science)	Non-participation	Student is an English language learner (ELL) student and was first enrolled in the United States after April 15 of the current school year.
ELL First Year in U.S. Before April 15 (NP for ELA only; not an option for math or science tests)	Non-participation	Student is an ELL student and was first enrolled in the United States before April 15 of the current school year but on or after April 15 of the previous school year. This code should be marked for all applicable tests whether taken (Math and Science) or not (ELA).
UAA	Non-standard participation	Student's Individualized Education Program (IEP) team has decided the student should take the UAA or DLM instead of the MontCAS assessments.
Student refuses to test	Non-participation	Student chose to give up during testing or refused to start the test.
Excused—Medical Emergency	Non-participation	Student is unable to test during the testing window due to an unanticipated medical circumstance.



## **Day of Test Administration Script**

Use this script on the day of testing for both the computer adaptive test (CAT) and the performance task (PT) portions of each content area test (Math and ELA). This script should be followed exactly each time a test is administered. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The testing administrator (TA) should verify the security of the testing environment prior to beginning each test session. TS's must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. When asked the TA should answer questions raised by the students, but should never help the class or individual students with specific items. No test items can be read by a Test Administrator to any student for any content area, unless specified as an accommodation as listed in the Usability, Accessibility and Accommodations Guidelines.

All directions that a TA needs to read to students are bolded below. They should be read exactly as written, using a natural and warm tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs into the testing system, the TA should follow this script. This includes logging in to complete either the CAT or PT tests.

### **Starting a session:**

**"Today you will start the Smarter Balanced \_\_\_\_\_. As we read through the directions I will need everyone to remain quiet and listen carefully."**

**While testing you must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.**

**You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the three grey lines at the top of an item and choosing the Flag that says Mark for Review. Flagging the item will**

remind you to go back and decide whether or not you want to change the answer during the test segment.

You may PAUSE at any point in the test by clicking the PAUSE button rather than NEXT button after answering an item.

**CAT Only:** During today's \_\_\_\_\_ the PAUSE button is used to temporarily stop the test. Note that PAUSING for more than twenty minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand when you need a break and ask me before you click PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Please keep in mind that this test may be divided into segments. When you go to the end of each segment, you will be prompted to review your answers before moving on. Once you have submitted your answers and move on to the next segment, you will not be able to return to the previous segment.

Are there any questions?

At this time I will give each of your test tickets."

"Please log in into the computer using our normal logins and wait for my next instructions silently; do not open any applications. Raise your hand if you are unable to login."

*Help students; continue when everyone is ready*

"Students please check the volume setting on your computer and make sure it is not on mute."

*Give the students a minute and help as needed; varied additional instructions based on computer device.*

"When you have checked your volume and it is correct please click on the MT Secure Browser icon located on your desktop.

If you have an issue please raise your hand, if not please remain quietly waiting."

*Help students; continue when everyone is ready*

"Has everyone reached the screen titled "PLEASE SIGN IN"?

*Look for a show on consent and continue*

"Please refer to your test ticket. First enter your ID number. In the next line enter your first name as it appears on your test ticket. Thirdly, enter the session ID that is printed on the board." *(Point to the session ID and have it visually reflective of the student screen)*

"Click on SIGN IN after entering this information. If you have an issue, please raise your hand, if not please remain quietly waiting and do not continue on."

*Help students; continue when everyone is ready*

**“The next screen is titled “IS THIS YOU?” and your FIRST NAME, SSID, LAST NAME, DATE OF BIRTH, SCHOOL AND GRADE is listed. Please check this information. If it is correct, select “yes” to continue and wait quietly. If any of the information is incorrect please raise your hand at this time.”**

*Help students*

**“On the next screen your assessments will show and one will be available to you.**

**Click on the \_\_\_\_\_ (*assessment for the day*). After doing this, you will be waiting for Test Administrator Approval. Raise your hand if you need help.**

*Help students*

**At this time I will approve each of your test requests. Once I do this you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand and wait quietly.”**

*Approve all tests that are appropriate. If a student has selected the incorrect test make sure to deny it. They will have to login again and select the correct test.*

***Only ELA:* “Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headphones on and click the icon on the speaker in the circle to hear the sound. If you hear the chime, click YES and wait for further instructions. If not, please raise your hand and we will help you.”**

*Help students*

**“Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by clicking the HELP button in the top right corner. I will give you a few minutes to read these carefully.”**

*Give students a few minutes to review.*

**“When you are finished reading and are ready to start your test, click BEGIN TEST NOW at the bottom of the page.”**

*Collect all test tickets*

*5-10 minutes until end of session:*

**“We have \_\_\_\_ minutes left in this session. If you have not completed your test, you will be able to continue where you left off the next time we test; however, you will not be able to go back to any of your previous answers, so please review any completed or marked items now. Do not submit your test unless you have reviewed and answered all of the questions.”**

*End of test session:*

**“This test session is now over. I am going to stop the test session, but you will be able to finish at another time. If you have finished your test at this time, click SUBMIT TEST. I will now collect any scratch paper or other materials.”**